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ABSTRACT

The purpose of this study was to determine whether or not significant differences exist between teachers and principals in their perception of who should take the leadership role in handling specific tasks in an elementary school setting. A total of 55 such tasks, representing six major categories of activity, were included in a survey distributed to a sampling of elementary school principals and teachers throughout the state of Illinois. The data provided by this study (presented in various tables and analyzed by task-categories) is intended to be of value in altering current educational systems and structures to provide for more realistic leadership patterns. Chi-square analyses indicated wide disagreement ($P<.01$) relative to 25 tasks, and moderate disagreement ($P<.05$) relative to an additional 12 tasks. Areas in which disagreement was most apt to be found between teacher and principal perceptions were those in which the principal works indirectly with building personnel in the area of administration and supervision. Appendixes include the complete Job Responsibility Survey and the six-part Item Classification System. (Author/JS)

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Leadership Roles in the Elementary School

1969

Issued by

Office of the Superintendent of Public Instruction

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FOREWORD

Leadership in education is often equated with the leadership displayed by high-placed individuals in state or national institutions. Both educators and the news media are rightly concerned with the leadership shown by a major educational institution such as a university or the U. S. Office of Education. But from the viewpoint of the child, the leadership displayed by his teachers and principal is much more immediate and certainly just as essential.

As a consequence, this study was initiated to determine current perceptions of leadership roles appropriate to teachers and principals at the elementary level. Such data should find its ultimate value in altering current educational systems and structures to provide for more realistic leadership patterns at the elementary school level of education.

Ray Page
Superintendent of Public Instruction

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I. INTRODUCTION

Who should provide the leadership in the elementary schools of Illinois? The principal, the teachers, or both the principals and the teachers. Or should a third or even a fourth party be responsible for leadership.

Up to this point in time, the principal has traditionally held the position of leadership within the elementary school. As a consequence, styles of administration have been developed around him. Teachers and principals have been trained with the end in view that the principal will be the primary decision maker. Instructional programs have been developed with the principal designated as primary decision maker. He has normally held veto power over all decisions affecting students and teachers within his jurisdiction (even when some leadership functions have been delegated.)

The reasons for this are many and varied. Originally, teachers were often poorly trained and needed strong support and guidance in the classroom until they learned their trade. As a consequence, they looked to the principal for leadership.

Also, the principal forms a major link between the school and the community as well as being the recipient of a broad range of legal powers delegated by school law codes. Then too, it must be admitted that just plain human inertia has played a major role in determining leadership roles within the elementary school.

Until now, such an arrangement has been comfortable, if not satisfactory. But recent teacher, student, and parent unrest has been symptomatic of the fact that the traditional viewpoint may not be universally accepted. In short, it appears that in at least some places teachers, parents, and perhaps even students want or deserve a "piece of the action."

The ultimate philosophical underpinning as well as the psychological beginnings of a movement toward more liberal leadership concepts have been dealt with extensively in current literature. So have the more immediate causes. It is not the purpose of this study to review the background of the movement toward shared leadership. However, it does appear necessary to pinpoint some of the immediate problems facing Illinois education on a statewide basis, the solutions of which could be affected by changing leadership roles. These problems include:

1. The development of a common ground for teacher-administrator negotiations at the local level.

2. The development of modern instructional programs at a time when change comes so quickly that no one person can be considered an expert in all instructional areas.

3. The development of more effective patterns of professional behavior for administrators and teachers; this includes persons already in the field as well as those currently being trained in institutions of higher learning.

4. The definition of what a teacher should be and how he or she should be trained.

5. The improvement of the quality of education to meet the expectations of modern society.

6. The provision of a public image for educators that is both clear-cut and acceptable to a public becoming ever more hostile to education and its rising costs.

The current study was initiated primarily to provide data upon which solutions to these problems could be based.

For the purpose of this study, leadership was conceived of in a somewhat simplistic view. Instead of using a leadership trait approach, we in effect equated leadership with job responsibility. This was done on the assumption that if a person is responsible for a specific job, he must provide the leadership necessary to accomplish that job. This includes deciding and performing those activities required to accomplish a task.

II. BACKGROUND OF STUDY

Research studies in leadership and/or decision making historically have taken several points of view, depending on the bias of the researcher or researchers making the study. The bias of the researchers making this study led to the utilization of the job analysis technique. All the types of tasks or jobs that must be done around a school were determined in the following two ways:

1. A logical analysis of essential jobs or tasks in a school was made by a committee of several experienced principals and administrators.

2. A thorough analysis of the literature was made and a comprehensive list developed which included all tasks mentioned in research studies of the elementary school.

Each job or task discovered in one of these two ways was typed on a 3 x 5 card. Then the jobs were arranged in logical groupings. Overlapping items were condensed or eliminated, while new items were developed to fill any gaps. An original listing of over 100 items was the end product.

This initial listing was carefully analyzed by a team of researchers and administrators from the Office of the Superintendent of Public Instruction and School District Number 4, Addison, Illinois. As a result of this analysis, the list was condensed even further. Directions were written and a prototype instrument was field tested twice with close to 200 teachers and administrators participating in the field tests.

As a result of the comments and suggestions of the persons testing the instrument, it was eventually developed into its final form (Appendix A). Even with the several revisions and field testings, the instrument was found to be unclear by a few members of the sample population to which it was eventually sent. The proportion of adverse comments received, however, was much lower than normally received in studies of this type.

The final items selected can be classified into categories to develop an overview. The classification system devised in an Elementary School Principal's Association position paper entitled, "The Role of the Elementary School Principal" is the system utilized. This approach recognizes the fact that the principal works with many different individuals and groups and is vitally involved in and concerned about human relations. Moreover, it recognizes that all his efforts should be directed toward the enhancement of the child.

Thus, the classification system consists of categories based on the person with whom the principal would have the most immediate interaction in the performance of child-oriented tasks. The classification system contains six categories, with category F further subdivided into two subcategories:

(A) Working with pupil personnel

(B) Working within the profession

(C) Working with the community

(D) Working with central staff

(E) Working with building personnel directly

(F) Working with building personnel indirectly

1. Administration

2. Supervision

Each of the 55 survey items was placed into one of the seven possible category or subcategory qualifications (Appendix B).

III. DATA COLLECTION

The questionnaires used to collect data were mailed from the Office of the Superintendent of Public Instruction on February 17, 1969, with return requested by February 28, 1969. A total of 900 questionnaires were sent out; 300 were sent to principals for completion and 600 were sent to teachers for completion.

A current listing of the names of all elementary school principals within the State of Illinois was obtained from mailing files at the Office of the Superintendent of Public Instruction. This served as the basis for the sample. The listing was alphabetical, based on the name of the school district involved. Within districts the name of schools were also listed alphabetically. There were a total of 1,993 principals of elementary schools within the State.

By pulling a number out of a hat, the fourth school listed in order was selected as the first school in our sample. Then every seventh school was selected in order. This left us short of 300 by 14 schools. Consequently, 14 principals were selected at random from our remaining population of principals, bringing the number of schools to 300.

Each principal selected was asked to complete a questionnaire (Appendix A). Then he was asked to list all the teachers working for him in alphabetical order. At this point, he was requested to have the second and sixth persons on the list complete a questionnaire also.

The choice of the second and sixth teachers was purely arbitrary. In cases where there were less than six teachers at an attendance center, the principal was asked to make random selections of teachers. All three questionnaires were to be returned to the Office of the Superintendent of Public Instruction, Department of Educational Research.

Of the original 900 questionnaires sent out, 564 usable forms were returned together with an additional 21 unusuable forms (no name or designation, etc.). This represented a total return of 585 questionnaires or exactly 65%. Because of the high initial return, no follow-up was conducted. In view of the length and complexity of the questionnaire, the return was most gratifying.

Of the 564 usable returns received, 190 were from principals and 374 from teachers. The geographic and socioeconomic spread of the sample appeared adequate. No apparent trends for non-returns appeared evident.

IV. PRESENTATION OF DATA

Raw Data

The response patterns of all teachers and principals within the State who completed this questionnaire are listed in Table 1. Item numbers are listed vertically along the left-hand side of the page while response categories are listed horizontally across the top of the page. By reading across from a particular item number, it is possible to determine how many principals and teachers of the total sample group selected a particular response. Exactly 374 teachers and 190 principals made up the sample. Therefore, it is to be expected that about twice as many teachers as principals would select any particular response choice, if the distribution of responses for a particular item was similar for both teachers and principals.

Where the distribution was dissimilar, the two to one ratio would not hold true.

Statewide Totals Expressed in Percentages

The raw data contained in Table 1 were converted to percentages in Table 2 using the figure 374 as the divisor for teacher responses and 190 as the divisor for principal responses. Thus, the percentages for all teacher responses, when added together, should equal or approximate 100%. The same is true of the principal responses. By comparing the percentages of teachers responding in a specific way to a particular item

TABLE 1

ILLINOIS TOTAL

ITEM	Response Number 1 Neither's Responsibility		Response Number 2 Teacher's Responsibility		Response Number 3 Mainly Teacher's Responsibility		Response Number 4 Shared Responsibility		Response Number 5 Mainly Principal's Responsibility		Response Number 6 Principal's Responsibility		No Response	
	P	T	P	T	P	T	P	T	P	T	P	T	P	T
1			15	106	80	205	93	61					2	2
2	15	53	2	11	6	8	26	88	87	129	53	78	1	7
3	44	47	3	5	2	4	48	84	40	82	50	150	3	2
4	8	23	150	310	29	34	1	6					2	1
5	36	121	1	1		7	122	217	19	19	10	5	2	4
6		3		2	1	1	49	127	74	141	64	97	2	3
7	1	3					22	45	56	127	109	195	2	4
8	57	136	1	2	3	7	102	180	14	22	4	12	9	15
9			76	246	89	107	24	16					1	5
10	1	1	42	200	99	129	42	40	4	2	1		1	2
11	18	38			1	1	62	96	65	92	43	142	1	5
[illegible]		7	1	2		1	25	38	46	86	115	238	3	2
13			1	10	13	35	163	302	10	20	2	6	1	1
14			1	13	5	45	128	250	44	52	11	13	1	1
15	1	4		2		2	40	97	88	137	59	130	2	2
16	1	5	1		1	6	117	162	39	88	30	109	1	4
17	1	6		1		1	53	125	82	146	52	92	2	3
18	3	17				2	13	33	81	102	92	217	1	3
19	1	5	2	5		7	154	290	26	46	7	19	0	2
20		1		1		2	59	122	81	136	50	110	0	2
21	2	6		2		4	15	44	58	74	114	239	1	5
22	12	18		5		6	41	136	85	130	51	76	1	3
23	12	24	77	142	53	62	36	96	4	22	5	23	3	5

(Table 1, con't)

	Resp. 1		Resp. 2		Resp. 3		Resp. 4		Resp. 5		Resp. 6		No Resp.	
Item	P	T	P	T	P	T	P	T	P	T	P	T	P	T
24		3	9	73	29	118	92	133	44	25	14	18	2	4
25	15	89					16	21	65	78	92	184	2	2
26	8	19		4		13	102	205	57	89	22	41	1	3
27	3	18		2		3	30	52	77	98	79	200	1	1
28	13	51	1	1		7	120	199	44	75	12	37	0	4
29	7	25	13	24	4	12	24	48	52	79	87	179	3	7
30	7	40					3	5	41	50	138	274	1	5
31	56	89					2	9	40	47	91	223	1	6
32	58	105					35	68	63	87	32	105	2	9
33	5	24	1	6	3	14	119	191	45	84	16	51	1	4
34	17	43	3	36	24	80	116	181	23	24	6	9	1	1
35	1	4	15	49	16	19	157	296	1	2			0	4
36	1	4	1	40	14	54	80	148	60	70	34	55	0	3
37	1	4		3		1	19	53	66	125	104	184	0	4
38	1		8	81	42	96	131	177	6	12	2	5	0	3
39	6	8	1	12	9	46	152	262	18	37	2	6	2	3
40			36	196	87	115	66	60					1	3
41		4		3	1	10	130	258	39	63	20	34	0	2
42	4	17		1		2	53	68	91	157	41	126	1	3
43	12	50		3		3	97	154	64	110	16	48	1	6
44	116	267		2		2	29	41	22	18	16	37	7	7
45		1	20	121	62	146	103	96	3	6	2	2	0	2
46	3	8		5		11	122	197	49	97	16	54	0	2
47	28	69	2			4	82	143	57	104	19	50	2	4
48	3	29		1		1	13	26	71	112	99	197	4	8
49	2	7	1	3	1	4	139	292	39	43	7	18	1	7
50	3	20		4	3	4	114	208	46	102	22	30	2	6
51		3	2	37	12	59	126	217	38	42	11	13	1	3
52	1	9	41	130	63	115	66	94	14	16	3	5	2	5
53			4	47	39	143	135	171	10	7		2	2	4
54	1	2		4		2	9	57	51	100	128	197	1	12
55	3	10	2	14	28	64	126	234	23	30	4	14	4	8

TABLE 2

STATEWIDE PERCENTAGES

ITEM	Response Number 1 Neither's Responsibility		Response Number 2 Teacher's Responsibility		Response Number 3 Mainly Teacher's Responsibility		Response Number 4 Shared Responsibility		Response Number 5 Mainly Principal's Responsibility		Response Number 6 Principal's Responsibility		No Response	
	P	T	P	T	P	T	P	T	P	T	P	T	P	T
1			8%	28%	42%	55%	49%	16%					1%	.5%
2	8%	14%	1%	3%	3%	2%	14%	24%	46%	34%	28%	21%	.5%	2%
3	23%	13%	2%	1%	1%	1%	25%	22%	21%	22%	26%	40%	2%	.5%
4	4%	6%	79%	83%	83%	15%	.5%	2%					1%	.2%
5	19%	32%	.5%	.2%		2%	64%	58%	10%	5%	5%	1%	1%	1%
6		.8%		.5%	.5%	.2%	26%	34%	39%	38%	34%	26%	1%	.8%
7	.5%	.8%					12%	12%	29%	67%	29%	52%	1%	1%
8	30%	36%	.5%	.5%	2%	2%	54%	95%	7%	6%	2%	3%	5%	4%
9			40%	66%	47%	29%	13%	4%					.5%	1%
10	.5%	.2%	22%	53%	52%	34%	22%	11%	2%	.5%	.5%		.5%	.5%
11	9%	10%			.5%	.2%	33%	26%	34%	25%	23%	38%	.5%	1%
12		2%	.5%	.5%		.2%	13%	10%	24%	23%	61%	64%	2%	.5%
13			.5%	3%	7%	9%	86%	81%	5%	5%	1%	2%	.5%	.2%
14			.5%	3%	3%	12%	67%	67%	23%	14%	6%	3%	.5%	.2%
15	.5%	1%		1%		1%	21%	26%	46%	37%	31%	35%	1%	.5%
16	.5%	1%	.5%		.5%	2%	62%	43%	21%	24%	16%	29%	.5%	1%
17	.5%	2%		.2%		.2%	28%	33%	43%	39%	27%	25%	1%	.8%
18	2%	5%				.5%	7%	9%	43%	27%	48%	58%	.5%	.8%
19	.5%	1%	1%	1%		2%	81%	78%	14%	12%	4%	5%	.5%	.5%
20		.2%		.2%		.5%	31%	33%	43%	36%	26%	29%	.5%	.5%
21	1%	2%		.5%		1%	8%	12%	31%	20%	60%	64%	.5%	1%
22	6%	5%		1%		2%	22%	36%	45%	35%	27%	20%	.5%	.8%
23	6%	6%	41%	38%	28%	17%	19%	26%	2%	6%	3%	6%	2%	1%

(Table 2, con't)

Item	Resp. 1		Resp. 2		Resp. 3		Resp. 4		Resp. 5		Resp. 6		No. Resp.	
	P	T	P	T	P	T	P	T	P	T	P	T	P	T
24		.8%	5%	20%	15%	32%	48%	36%	23%	7%	7%	5%	1%	1%
25	8%	24%					8%	6%	34%	21%	48%	49%	1%	.5%
26	4%	5%		1%		3%	54%	55%	30%	24%	12%	11%	.5%	.8%
27	2%	5%		.5%		.8%	16%	14%	41%	26%	42%	54%	.5%	.2%
28	7%	14%	.5%	.2%		2%	63%	53%	23%	20%	6%	10%	.5%	1%
29	4%	7%	7%	6%	2%	3%	13%	13%	27%	21%	46%	48%	2%	2%
30	4%	11%					2%	1%	22%	13%	73%	73%	.5%	1%
31	29%	24%					1%	2%	21%	13%	48%	60%	.5%	2%
32	31%	28%					18%	18%	33%	23%	17%	28%	1%	2%
33	3%	6%	.5%	2%	2%	19%	63%	51%	24%	22%	8%	14%	.5%	1%
34	9%	11%	2%	1%	13%	21%	61%	48%	12%	6%	3%	2%	.5%	.2%
35	.5%	1%	8%	13%	8%	5%	83%	79%	.5%	.5%			.5%	1%
36	.5%	1%	.5%	11%	7%	17%	42%	40%	32%	19%	18%	15%	.5%	.8%
37	.5%	1%		.8%		.2%	10%	14%	35%	33%	55%	49%	.5%	1%
38	.5%		4%	22%	22%	26%	69%	47%	3%	3%	1%	1%	.5%	.8%
39	3%	2%	.5%	3%	5%	12%	80%	70%	9%	10%	1%	2%	1%	.8%
40			19%	52%	46%	31%	35%	16%					.5%	.8%
41		1%		.8%	.5%	3%	68%	69%	21%	17%	11%	9%	.5%	.5%
42	2%	9%		.2%		.5%	28%	18%	48%	42%	22%	34%	.5%	.8%
43	6%	13%		.8%		.8%	51%	41%	34%	29%	8%	13%	.5%	2%
44	61%	71%		.5%		.5%	15%	11%	12%	5%	8%	10%	4%	2%
45		.2%	11%	32%	33%	39%	54%	26%	2%	2%	1%	.5%	.5%	.5%
46	2%	2%		1%		3%	64%	53%	26%	26%	8%	14%	.5%	.5%
47	15%	18%	1%			1%	43%	38%	30%	28%	10%	13%	1%	1%
48	2%	8%		.2%		.2%	7%	7%	37%	30%	52%	53%	2%	2%
49	1%	2%	.5%	.8%	.5%	1%	73%	78%	21%	11%	4%	5%	.5%	2%
50	2%	5%		1%	2%	1%	60%	56%	24%	27%	12%	8%	1%	2%
51		.8%	1%	10%	6%	16%	66%	58%	21%	11%	6%	3%	.5%	.8%
52	.5%	2%	22%	35%	33%	31%	35%	25%	7%	4%	2%	1%	1%	1%
53			2%	13%	21%	38%	71%	46%	5%	1%		.5%	1%	1%
54	.5%	.5%		1%		.5%	5%	15%	27%	27%	67%	53%	.5%	3%
55	2%	3%	1%	4%	15%	17%	66%	63%	12%	8%	2%	4%	2%	2%

with the percentages of principals responding to that same item, it is possible to determine both areas of similarity and of difference.

By inspection, the response pattern for a particular item may be determined.

However, while percentage tables are an effective method of presenting data, they have serious limitations. They cannot tell us whether differences in response patterns are statistically significant. Nor can they tell us, at a glance, how the response patterns to each of the items range on a continuum from complete agreement to complete disagreement.

As a result, the data contained in Table 1 were also analyzed by means of the X^2 technique. The results of this analysis are contained in Tables 3, 4, and 5, with additional data indicating response trends for each item.

Areas of Wide Disagreement

Table 3 contains those items in which a wide disagreement between perceptions of teachers and principals was found to exist. The items are ranked in descending order based on the value of X^2. Thus, the first item listed is the one with the highest X^2 value. Theoretically, this means that the greatest amount of disagreement between teacher and principal perceptions existed with regard to this item. The X^2 values for all items included in Table 3 are significant at the .01 level or better.

TABLE 3

AREAS OF WIDE DISAGREEMENT
BETWEEN TEACHER AND PRINCIPAL PERCEPTIONS*

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
1	Working with a parent to solve an individual pupil learning problem	3	4	77.83	1
24	Suggesting an instructional method to make a lesson more effective or remediate an individual pupil learning problem	4	4	64.06	2
40	Stimulating in children an enthusiasm for an interest in their school work	2	3	61.91	3
10	Determining the instructional method to be used in the presentation of a subject area	2	3	55.35	4
45	Recommending "special" children for testing; e.g., slow-learners, gifted, maladjusted	3	4	48.37	5
53	Working with a parent to solve an individual pupil behavioral problem	4	4	48.37	6
27	Informing staff members of professional growth activities; e.g., workshops, journal articles, university courses	6	6	39.69	7
9	Developing lesson plans and resource units	2	3	39.15	8
38	Communicating to parents the importance of successful academic achievement in their children	4	4	38.01	9
51	Maintaining lines of communication with parents; e.g., notes, letters, bulletins, tellephone calls	4	4	34.61	10

* X^2 values derived for all items included in this table significant at the .01 level or better.

(Table 3, con't)

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
36	Structuring the school environment so effective teacher-parent conferences take place; e.g., arrangement of time, providing space, recording outcomes	4	4	33.59	11
25	Determining qualifications for selection of a new teacher	6	6	27.78	12
34	Personally providing guidance and counseling for individual students	4	4	26.86	13
14	Working with specialists; e.g., social workers, psychologists, speech therapists, to plan more effective school programs for individual students	4	4	24.84	14
5	Helping to keep corridors, washrooms, and school grounds neat and clean	4	4	24.46	15
16	Participating with the superintendent on district-wide planning and coordinating committees; e.g., educational advisory council, educational policy committee	4	4	22.40	16
22	Determining conditions of work; e.g., working hours, arrangement of sessions, free time	4	5	20.47	17
13	Maintaining desirable standards of behavior in students outside of the classroom; e.g., corridors, playground, washrooms	4	4	19.56	18
2	Storing and distributing instructional equipment and supplies	5	5	19.41	19
54	Explaining to the superintendent why a given decision was made	6	6	19.41	20

(Table 3, con't)

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
52	Determining working facilities; e.g., desk arrangement, location of blackboards, number of tackboards, etc.	2	4	18.52	21
23	Representing the teaching faculty in collective bargaining negotiations	2	2	17.52	22
42	Proposing, organizing, and implementing in-service and/or teacher-faculty meetings	5	5	16.41	23
3	Attending board of education meetings and reporting the proceedings to the staff members	6	6	16.11	24
18	Suggesting to the superintendent school-building budget allocations and priorities	6	6	15.95	25

The mode (most frequently chosen response) for each item, is also noted. The mode for both teachers and principals are included so that they can be contrasted.

An inspection of this table indicates that the first six items listed all relate to instructional or learning problems or areas. At this point the items listed then tend to break off into several distinct logical areas. Despite the fact that the overall response patterns for teachers and principals were significantly different at the .01 level or better in 25 cases, it should be noted that the model response was most often the same for both teachers and principals. This would seem to indicate that while a plurality of both the teachers and principals responding to an item were usually in accord, significant numbers of persons from each group were in disagreement.

The total number of items found in this category indicating wide disagreement is somewhat surprising. This is probably due in part to the large "N" involved. However, the fact that the sample was large and representative of the State as a whole adds additional strength to our conclusions.

Areas of Moderate Disagreement

Table 4 is actually a logical continuation of Table 3. The items are listed in descending order based on the value of X^2 with the first item listed just missing inclusion in Table 3. Included in this list

are all those items where a X^2 value ranging in significance between .01 and .05 was found. It can probably be assumed that there is a moderate degree of disagreement between teachers and principals in the areas included. Naturally, the amount of confidence that we may place in our assumptions is less than that for the items included in Table 3.

TABLE 4

AREAS OF MODERATE DISAGREEMENT
BETWEEN TEACHER AND PRINCIPAL PERCEPTIONS

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
26	Developing policies and procedures for the grade placement of students	4	4	15.04	26
46	Clarifying the school programs to the parents of the community	4	4	14.98	27
44	Determining qualifications for selection of a new building principal	1	1	14.52	28
43	Proposing, organizing, and implementing school-wide instructional innovations; e.g., team-teaching, learning centers, ungraded primaries	4	4	14.22	29
39	Selecting instructional materials; e.g., equipment, textbooks, and achievement tests needed for school programs	4	4	13.93	30
28	Preparing, organizing, and implementing school-wide curriculum innovations; e.g., sex education, Initial Teaching Alphabet, Afro-American history	4	4	13.48	31
30	Writing administrative and/or supervisory bulletins	6	6	12.86	32
33	Modifying and adapting the district curriculum in terms of the school's individual needs	4	4	12.68	33
21	Acting as a referee on a work oriented problem; e.g., teacher conflict with parent, student, or other teacher	6	6	11.77	34

(Table 4, con't)

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
31	Determining when the community may use school facilities	6	6	11.68	35
32	Planning, writing, and implementing federally sponsored programs for the school building	1,6	1	11.62	36
48	Assigning non-teaching activities; e.g., school assemblies, money collections, special lectures	6	6	11.48	37

Areas of No Significant Disagreement

A certain degree of disagreement is to be found with regard to every item on the list. However, we must conclude that no significant differences in the response patterns of teachers and principals were found with regard to the items listed in Table 5. All items included in this list had X^2 values of 9.35 or lower, indicative of no differences significant at the .05 level or higher. Hence, it must be concluded that a reasonably high degree of agreement probably exists in these areas.

TABLE 5

AREAS WHERE NO SIGNIFICANT DISAGREEMENT
BETWEEN TEACHER AND PRINCIPAL PERCEPTIONS OCCURRED

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
50	Suggesting means for improving the school's physical facilities; e.g., recommending furnishings for a classroom, helping to design an addition	4	4	9.35	38
49	Working with community school orientated organizations; e.g., Parent-Teacher Organization	4	4	8.89	39
47	Writing news reports and articles to improve school-community relations; e.g., districtwide and/or school publications	4	4	8.79	40
6	Creating a "climate" in which individual staff members are encouraged to try out new ideas	4	5	8.22	41
55	Participating in the projects and activities of school oriented groups such as student councils	4	4	7.90	42
41	Fostering a cooperative atmosphere between staff members and the parents of the community	4	4	7.77	43
15	Explaining to parents the school's position when controversial issues develop	5	5	7.36	44
4	Working on non-instructional duties; e.g., marking homework, workbook assignments, and informal tests	2	2	6.54	45
11	Planning and organizing with the superintendent the most effective means of passing a district referendum	6	5	6.37	46

(Table 5, con't)

ITEM NO.	ITEM	MODE T	MODE P	X^2	RANKING BASED ON X^2 VALUE
35	Participating in the local educational professional organization	4	4	5.82	47
29	Functioning as a "liaison" with the superintendent for individual teacher grievances	6	6	5.72	48
19	Visiting areas outside the school; e.g., other districts, professional meetings, educational material displays to obtain new ideas for the building	4	4	5.39	49
12	Evaluating the work performance of individual teachers	6	6	5.17	50
37	Recommending to the superintendent the necessity for employment of non-teaching personnel; lunchroom supervisors, clerical help, teacher aides	6	6	4.83	51
17	Coordinating school activities; e.g., programs, special services, extra curricular activities	5	5	4.27	52
20	Orienting new teachers to school policies, practices, and procedures	5	5	3.65	53
8	Participating in "fund-raising" projects within the school	4	4	3.34	54
7	Assigning teachers to their rooms, students, and programs	6	6	1.58	55

V. ANALYSIS OF ITEMS BY CATEGORIES

As indicated earlier, each of the 55 items included in the survey was placed into one of the seven category or subcategory classifications noted in Appendix B. Placement was based on a logical inspection of the content of the item. Thus, the placement of each item has only face validity. Also, it must freely be admitted that the placement of items has been somewhat arbitrary and there could be justification for moving an item to a different category.

Moreover, it is evident that different classification systems could have been used. But despite all these qualifications, the data contained in Tables 6 and 7 are of value in indicating general trends. For example, there was significant disagreement between teachers and principals with respect to 89% of the items in category F2 (Working with Building Personnel indirectly, Supervision). On the other extreme, there was no significant disagreement in 66.7% of the items in category B (Working within the profession) and 75% of the items in category E (Working with Building Personnel directly). The number of items in categories B and E is quite small, however.

It is also interesting to note that the relatively high percentage of items in category A (Working with Pupil Personnel, 66.7%) and in category D (Working with central staff, 60%) falls into the area of wide disagreement.

TABLE 6

COMPARISON OF ITEM CATEGORIES
BASED ON DEGREE OF SIGNIFICANCE

	CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D	CATEGORY E	CATEGORY F (1)	CATEGORY F (2)	TOTAL
Total number of items in category	6	3	11	10	4	12	9	55
Number of items falling in area of wide disagreement	4	1	5	6	0	5	4	25
Number of items falling in area of moderate disagreement	0	0	2	1	1	4	4	12
Number of items falling in area of no significant disagreement	2	2	4	3	3	3	1	18

TABLE 7

PERCENTAGE OF ITEMS FALLING INTO
BASIC CATEGORIES BASED ON DEGREE OF SIGNIFICANCE

	CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D	CATEGORY E	CATEGORY F (1)	CATEGORY F (2)	TOTAL
Percentage of items within a category falling in area of wide disagreement	66.7%	33.3%	45.4%	60%	0	41%	44.4%	45.5%
Percentage of items within a category falling in area of moderate disagreement	0	0	18.1%	10%	25%	33.3%	44.4%	21.8%
No significant disagreement	33.3%	66.7%	36.3%	30%	75%	25%	11.1%	32.7%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Because of the highly subjective nature of the classification system, however, drawing definitive conclusions is difficult. Such findings are best considered general indicators.

VI. SUMMARY

The basic purpose of this study was to determine whether or not significant differences exist between teachers and principals in their perception of who should take the leadership role in handling specific tasks in an elementary school setting.

A total of 55 such tasks were included in the survey, covering all aspects of elementary school work. Differences significant at the .05 level or better were found to exist with regard to 37 (67.3%) of the tasks included in the study, as determined through use of the X^2 technique. While the mode score and mean score for teachers and principals in those items where significant differences existed may not have varied greatly, the fact remains that the overall response patterns significantly differed in nearly 70% of the cases. Naturally this was probably due in part to the large "N", but this lends greater credence to ultimate findings.

In interpreting the meaning of the data collected, we could probably make this assertion. In large numbers of schools, the teachers and principals probably either agree in their perceptions of leadership roles of if they disagree, they will not differ greatly in their perceptions. In a significant number of cases, however, there will be found moderate to wide disagreement between teachers and principals

in their perception of the leadership roles peculiar to each.

It can definitely not be assumed that complete agreement with respect to all 55 tasks surveyed can be taken for granted. Any person acting upon such an assumption appears definitely on a collision course with reality.

Those areas in which disagreement is most apt to be found between teacher and principal perceptions are those in which the principal works indirectly with building personnel in the area of administration and supervision. Since this is the heart of a building principal's job, it would be well for all elementary principals to determine whether such differences exist within their building. If the differences are found, action may be necessary to foster better understanding and working relationships wherever strong differences of opinion exist.

Beyond this immediate goal, it would also appear necessary to begin developing more flexible roles for future teachers and principals. It is obvious also that restructuring of university and in-service training of both teachers and principals will be essential to enable them to better fit the new leadership roles evolving at the elementary school level.

VII. APPENDIXES

State of Illinois
Office of the Superintendent of Public Instruction
Ray Page, Superintendent

Name _____ District Name _____ School Name _____

Indicate present position: ☐ teacher ☐ principal

JOB RESPONSIBILITY SURVEY

RESEARCH DEVELOPMENT

GENERAL INFORMATION: This questionnaire contains a representative list of tasks or jobs which might be performed in a typical elementary school. Some of the items may not directly apply to your present situation. If an item is listed which either is or could be performed in your school, indicate who should be responsible for accomplishing this task, in your opinion. For the purpose of this survey, responsibility for a job refers basically to deciding and performing those activities which will accomplish a task.

The principal should be considered a full-time administrator with neither teaching assignments nor responsibilities as a superintendent. The term "staff member" refers to all professional personnel, both the principal and the teachers, in an individual school building.

HOW TO COMPLETE THE SURVEY: Each item is followed by six possible choices. Indicate your response by CIRCLING the appropriate number after each item.

Choice #1	Neither the teacher's nor the principal's responsibility
Choice #2	The teacher's responsibility
Choice #3	Mainly the teacher's responsibility (The principal serves in an advisory capacity)
Choice #4	Shared responsibility of the teacher and principal (Equal involvement of teachers and principal)
Choice #5	Mainly the principal's responsibility (The teachers serve in an advisory capacity)
Choice #6	The principal's responsibility

For example, if you were to circle 5 after an item, this would indicate that you consider the item to be mainly the principal's responsibility with the teachers serving in an advisory capacity.

JOB RESPONSIBILITY SURVEY

	Neither's Responsibility	Teacher's Responsibility	Mainly Teacher's Responsibility	Shared Responsibility	Mainly Principal's Responsibility	Principal's Responsibility
1. Working with a parent to solve an individual pupil learning problem	1	2	3	4	5	6
2. Storing and distributing instructional equipment and supplies	1	2	3	4	5	6
3. Attending Board of Education meetings and reporting the proceedings to the staff members	1	2	3	4	5	6
4. Working on non-instructional duties; e.g., marking homework, workbook assignments, and informal tests	1	2	3	4	5	6
5. Helping to keep corridors, washrooms, and school grounds neat and clean	1	2	3	4	5	6
6. Creating a "climate" in which individual staff members are encouraged to try out new ideas	1	2	3	4	5	6
7. Assigning teachers to their rooms, students, and programs	1	2	3	4	5	6
8. Participating in "fund-raising" projects within the school	1	2	3	4	5	6
9. Developing lesson plans and resource units	1	2	3	4	5	6
10. Determining the instructional method to be used in the presentation of a subject area	1	2	3	4	5	6
11. Planning and organizing with the superintendent the most effective means of passing a district referendum	1	2	3	4	5	6
12. Evaluating the work performance of individual teachers	1	2	3	4	5	6
13. Maintaining desirable standards of behavior in students outside of the classroom; e.g., corridors, playground, washrooms	1	2	3	4	5	6
14. Working with specialists; e.g., social workers, psychologists, speech therapists, to plan more effective school programs for individual students	1	2	3	4	5	6
15. Explaining to parents the school's position when controversial issues develop	1	2	3	4	5	6
16. Participating with the superintendent on district-wide planning and coordinating committees; e.g., educational advisory council, educational policy committee	1	2	3	4	5	6
17. Coordinating school activities; e.g., programs, special services, extra curricular activities	1	2	3	4	5	6
18. Suggesting to the superintendent school-building budget allocations and priorities	1	2	3	4	5	6

State of Illinois
Office of the Superintendent of Public Instruction
Ray Page, Superintendent

Name _____ District Name _____ School Name _____

Indicate present position: ☐ teacher ☐ principal

JOB RESPONSIBILITY SURVEY

RESEARCH DEVELOPMENT

GENERAL INFORMATION: This questionnaire contains a representative list of tasks or jobs which might be performed in a typical elementary school. Some of the items may not directly apply to your present situation. If an item is listed which either is or could be performed in your school, indicate who should be responsible for accomplishing this task, in your opinion. For the purpose of this survey, responsibility for a job refers basically to deciding and performing those activities which will accomplish a task.

The principal should be considered a full-time administrator with neither teaching assignments nor responsibilities as a superintendent. The term "staff member" refers to all professional personnel, both the principal and the teachers, in an individual school building.

HOW TO COMPLETE THE SURVEY: Each item is followed by six possible choices. Indicate your response by CIRCLING the appropriate number after each item.

Choice #1	Neither the teacher's nor the principal's responsibility
Choice #2	The teacher's responsibility
Choice #3	Mainly the teacher's responsibility (The principal serves in an advisory capacity)
Choice #4	Shared responsibility of the teacher and principal (Equal involvement of teachers and principal)
Choice #5	Mainly the principal's responsibility (The teachers serve in an advisory capacity)
Choice #6	The principal's responsibility

For example, if you were to circle 5 after an item, this would indicate that you consider the item to be mainly the principal's responsibility with the teachers serving in an advisory capacity.

JOB RESPONSIBILITY SURVEY

	Neither's Responsibility	Teacher's Responsibility	Mainly Teacher's Responsibility	Shared Responsibility	Mainly Principal's Responsibility	Principal's Responsibility
19. Visiting areas outside the school; e.g., other districts, professional meetings, educational material displays, to obtain new ideas for the building	1	2	3	4	5	6
20. Orienting new teachers to school policies, practices, and procedures	1	2	3	4	5	6
21. Acting as a referee on a work oriented problem; e.g., teacher conflict with parent, student, or other teacher	1	2	3	4	5	6
22. Determining conditions of work; e.g., working hours, arrangement of sessions, free time	1	2	3	4	5	6
23. Representing the teaching faculty in collective bargaining negotiations	1	2	3	4	5	6
24. Suggesting an instructional method to make a lesson more effective or remediate an individual pupil learning problem	1	2	3	4	5	6
25. Determining qualifications for selection of a new teacher	1	2	3	4	5	6
26. Developing policies and procedures for the grade placement of students	1	2	3	4	5	6
27. Informing staff members of professional growth activities; e.g., workshops, journal articles, university courses	1	2	3	4	5	6
28. Preparing, organizing, and implementing school-wide curriculum innovations; e.g., sex education, Initial Teaching Alphabet, Afro-American history	1	2	3	4	5	6
29. Functioning as a "liaison" with the superintendent for individual teacher grievances	1	2	3	4	5	6
30. Writing administrative and/or supervisory bulletins	1	2	3	4	5	6
31. Determining when the community may use school facilities	1	2	3	4	5	6
32. Planning, writing, and implementing federally sponsored programs for the school building	1	2	3	4	5	6
33. Modifying and adapting the district curriculum in terms of the school's individual needs	1	2	3	4	5	6
34. Personally providing guidance and counseling for individual students	1	2	3	4	5	6

JOB RESPONSIBILITY SURVEY

	Neither's Responsibility	Teacher's Responsibility	Mainly Teacher's Responsibility	Shared Responsibility	Mainly Principal's Responsibility	Principal's Responsibility
35. Participating in the local educational professional organization	1	2	3	4	5	6
36. Structuring the school environment so effective teacher-parent conferences take place; e.g., arrangement of time, providing space, recording outcomes	1	2	3	4	5	6
37. Recommending to the superintendent the necessity for employment of non-teaching personnel; lunchroom supervisors, clerical help, teacher aides	1	2	3	4	5	6
38. Communicating to parents the importance of successful academic achievement in their children	1	2	3	4	5	6
39. Selecting instructional materials; e.g., equipment, textbooks, and achievement tests, needed for school programs	1	2	3	4	5	6
40. Stimulating in children an enthusiasm for an interest in their school work	1	2	3	4	5	6
41. Fostering a cooperative atmosphere between staff members and the parents of the community	1	2	3	4	5	6
42. Proposing, organizing, and implementing in-service and/or teacher-faculty meetings	1	2	3	4	5	6
43. Proposing, organizing, and implementing school-wide instructional innovations; e.g., team-teaching, learning centers, ungraded primaries	1	2	3	4	5	6
44. Determining qualifications for selection of a new building principal	1	2	3	4	5	6
45. Recommending "special" children for testing; e.g., slow-learners, gifted, maladjusted	1	2	3	4	5	6
46. Clarifying the school programs to the parents of the community	1	2	3	4	5	6

JOB RESPONSIBILITY SURVEY

	Neither's Responsibility	Teacher's Responsibility	Mainly Teacher's Responsibility	Shared Responsibility	Mainly Principal's Responsibility	Principal's Responsibility
47. Writing news reports and articles to improve school-community relations; e.g., district-wide and/or school publications	1	2	3	4	5	6
48. Assigning non-teaching activities; e.g., school assemblies, money collections, special lectures	1	2	3	4	5	6
49. Working with community school orientated organizations; e.g., Parent-Teacher Organization	1	2	3	4	5	6
50. Suggesting means for improving the school's physical facilities; e.g., recommending furnishings for a classroom, helping to design an addition	1	2	3	4	5	6
51. Maintaining lines of communication with parents; e.g., notes, letters, bulletins, telephone calls	1	2	3	4	5	6
52. Determining working facilities; e.g., desk arrangement, location of blackboards, number of tackboards, etc.	1	2	3	4	5	6
53. Working with a parent to solve an individual pupil behavioral problem	1	2	3	4	5	6
54. Explaining to the superintendent why a given decision was made	1	2	3	4	5	6
55. Participating in the projects and activities of school oriented groups such as student councils	1	2	3	4	5	6

SUPPLEMENTARY COMMENTS ON SPECIFIC QUESTIONS

To prevent this questionnaire from becoming unwieldy and too time consuming for you to complete, the number of items was limited to fifty-five. However, if you wish to comment on a specific item, clarify a response, or add an idea, please do so on the bottom or the back of this page.

Example: Regarding question _____ I would like to say:

ITEM CLASSIFICATION SYSTEM

A. WORKING WITH PUPIL PERSONNEL

8. Participating in "fund-raising" projects within the school.
13. Maintaining desirable standards of behavior in students outside of the classroom; e.g., corridors, playground, washrooms.
34. Personally providing guidance and counseling for individual students.
40. Stimulating in children an enthusiasm for and interest in their school work.
45. Recommending "special" children for testing; e.g., slow-learners, gifted, maladjusted.
55. Participating in the projects and activities of school oriented groups such as student councils.

B. WORKING WITHIN THE PROFESSION

19. Visiting areas outside the school; e.g., other districts, professional meetings, educational material displays to obtain new ideas for the building.
27. Informing staff members of professional growth activities; e.g., workshops, journal articles, university courses.
35. Participating in the local educational professional organization.

C. WORKING WITH THE COMMUNITY

1. Working with a parent to solve an individial pupil learning problem.
15. Explaining to parents the school's position when controversial issues develop.
31. Determining when the community may use school facilities.
36. Structuring the school environment so effective teacher-parent conferences take place; e.g., arrangement of time, providing space, recording outcomes.
38. Communicating to parents the importance of successful academic achievement in their children.

41. Fostering a cooperation atmosphere between staff members and the parents of the community.

46. Clarifying the school programs to the parents of the community.

47. Writing news reports and articles to improve school-community relations; e.g., district-wide and/or school publications.

49. Working with community-school orientated organizations; e.g., Parent-Teacher Organization.

51. Maintaining lines of communication with parents; e.g., notes, letters, bulletins, telephone calls.

53. Working with a parent to solve an individual pupil behavioral problem.

D. WORKING WITH CENTRAL STAFF

3. Attending board of education meetings and reporting the proceedings to the staff members.

11. Planning and organizing with the superintendent the most effective means of passing a district referendum.

14. Working with specialists; e.g., social workers, psychologists, speech therapists to plan more effective school programs for individual students.

16. Participating with the superintendent on district-wide planning and coordinating committees; e.g., educational advisory council, educational policy committee.

18. Suggesting to the superintendent school-building budget allocations and priorities.

23. Representing the teaching faculty in collective bargaining negotiations.

29. Functioning as a "liaison" with the superintendent for individual teacher grievances.

37. Recommending to the superintendent the necessity for employment of non-teaching personnel; lunchroom supervisors, clerical help, teacher aides.

44. Determining qualifications for selection of a new building principal.

54. Explaining to the superintendent why a given decision was made.

E. WORKING WITH BUILDING PERSONNEL (Directly)

6. Creating a "climate" in which individual staff members are encouraged to try out new ideas.
12. Evaluating the work performance of individual teachers.
20. Orienting new teachers to school policies, practices, and procedures.
21. Acting as a referee on a work oriented problem; e.g., teacher conflict with parent, student, or other teacher.

F. WORKING WITH BUILDING PERSONNEL (Indirectly)

(1) Administration

2. Storing and distributing instructional equipment and supplies.
5. Helping to keep corridors, washrooms, and school grounds neat and clean.
7. Assigning teachers to their rooms, students, and programs.
17. Coordinating school activities; e.g., programs, special services, extra-curricular activities.
22. Determining conditions of work; e.g., working hours, arrangement of sessions, free time.
25. Determining qualifications for selection of a new teacher.
26. Developing policies and procedures for the grade placement of students.
30. Writing administrative and/or supervisory bulletins.
32. Planning, writing, and implementing federally sponsored programs for the school building.
48. Assigning non-teaching activities; e.g., school assemblies, money collections, special lectures.
50. Suggesting means for improving the school's physical facilities; e.g., recommending furnishings for a classroom, helping to design an addition.
52. Determining working facilities; e.g., desk arrangement, location of blackboards, number of tackboards, etc.

(2) Supervision

4. Working on non-instructional duties; e.g., marking homework, workbook, assignments, and informal tests.

9. Developing lesson plans and resource units.

10. Determining the instructional method to be used in the presentation of a subject area.

24. Suggesting an instructional method to make a lesson more effective or remediate an individual pupil learning problem.

28. Preparing, organizing, and implementing school-wide curriculum innovations; e.g., sex education, Initial Teaching Alphabet, Afro-American history.

33. Modifying and adapting the district curriculum in terms of the school's individual needs.

39. Selecting instructional materials; e.g., equipment, textbooks, and achievement tests needed for school programs.

42. Proposing, organizing, and implementing in-service and/or teacher faculty meetings.

43. Proposing, organizing, and implementing instructional innovations; e.g., team teaching, learning centers, ungraded primaries.